

Unit Planning Guide: Grade 6 Unit 8 (Weeks 36-40)

Unit Title: Grade 6 Unit 8 “Putting It All Together”	Pacing (Duration of Unit): 5 Weeks
Grade: 6	Buffer Day(s): 3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

READING LITERATURE	READING INFORMATIONAL	WRITING Primary Focus	SPEAKING AND LISTENING	LANGUAGE	WIDA for English Language Learners Standard 1: ELLs communicate for Social and Instructional purposes within the school setting Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9 Compare and	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences a. Engage and orient the reader by establishing a context and	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.5 Demonstrate understanding of figurative language, word relationships,	

<p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL. 6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RI.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. a, b, c, d</p> <p>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using</p>	<p>and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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standards 1–3 above.)
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65.)
W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> • Cite evidence from text correctly through exact quotation and paraphrasing • Distinguish central idea or theme • Determine the meaning of words • Create original literary works • Create well-written research projects 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • How do writers insert voice into their writing? • How does point of view affect the meaning of a story? • How might being able to recognize literary elements help in understanding a text? • How do I evaluate evidence?
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • The Six Traits of Great Writing • Voice, point of view, author's purpose, and genre expectations • Elements of fiction • Elements of poetry • Elements of a powerful memoir • Elements of analytical/informational writing <p>ACADEMIC VOCABULARY: Delineate, pertinent, accentuate, command, create.</p>	<p>Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Acquiring knowledge of the component parts of various kinds of texts (scene, act, chapter, stanza, line, etc.) appropriate to grade 6 • Understanding voice/point of view, author's purpose, genre expectations, audience, length, and format requirements of various kinds of texts. • Discerning the theme/main idea of a text. • Choosing details carefully, employing knowledge of literary elements, such as diction, syntax, and figurative language. • Creating original poetry by using figurative, connotative, and technical language. • Developing a clear and coherent text that tells a story or develops an idea. • Giving credit for work that is used and avoiding plagiarism.